

Student Library Use Data and Class Standing

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For starters – a little about us

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What are we going to talk about?

- Background - Libraries and Academic Success
 - The problems
 - Traditional metrics
 - What others have done to examine how libraries contribute to academic success
- Methods of Our Study
- The Data
 - What did we learn?
 - What else can we learn from our data?

The problem with defining academic success

- What predicts academic success?
- What can be done to increase academic success?
- How can academic success be put in the context of the library?
 - Assisting the (insert here) profession
 - Adding value to the greater institution
 - (Secures the budget for the library)

The traditional metrics of academic success

Law Schools

- LSAT
- Grades
 - First year in particular
- Passing the bar exam
- Jobs

Colleges & Universities

- SAT / ACT
- Grades
- Job / Grad School

In General: Students also need to acquire “soft skills” such as Organization, Time Management, Motivation, Writing and Interpersonal Communication abilities

When it comes to libraries, metrics are fuzzy

- As for *quantitative* information:
 - Space for collections
 - Huge cost for resources which administrators don't see patrons using
 - Space for students
 - Usage has changed over time (the Starbucks effect)
 - Administrators may see the space as potential faculty offices
 - Historical reliance on accreditation standards to speak of the library's value
- When we do collect *qualitative* data, it tends to come from surveys
 - Suffer from self-reporting bias
 - What do these surveys really tell us?

What have others said about trying to measure academic success?

- Jennifer Wells, The Influence of Library Usage on Undergraduate Academic Success, 26(2) Australian Academic & Research Libraries 121 (1995).
 - Questionnaire on library usage (251 students) was compared to their academic achievement for a semester
 - A positive correlation was found between academic achievement and the use of a number of different library resources and services
- Ed Cherry, Stephanie Havron Rollins & Toner Evans, (2013). Proving Our Worth: The Impact of Electronic Resource Usage on Academic Achievement 20(3/4) College & Undergraduate Libraries 386 (2013).
 - Study used electronic resources as a measure of library use and grade point average as an indicator of academic success
 - Students with higher GPAs tend to use library online resources more and with a higher frequency than those with lower GPAs
- Kevin P. Seeber, Using Assessment Results to Reinforce Campus Partnerships, 20(3/4) College & Undergraduate Libraries 352 (2013)
 - Expanded its system of evaluation to share the results of information literacy assessments with teaching faculty
 - Stronger partnerships with course instructors and other departments engaged in academic support

So, what exactly did we do?

- Started off wanting to test an old assumption
- Stuck with quantitative data – avoided surveys or self-reporting bias
- Pulled as many different kinds of library-use metrics as possible
- Paired these metrics with grade metrics
- Broke out the data according to program and year
- Tried to interpret what we found objectively

No animals were harmed as part of the study!



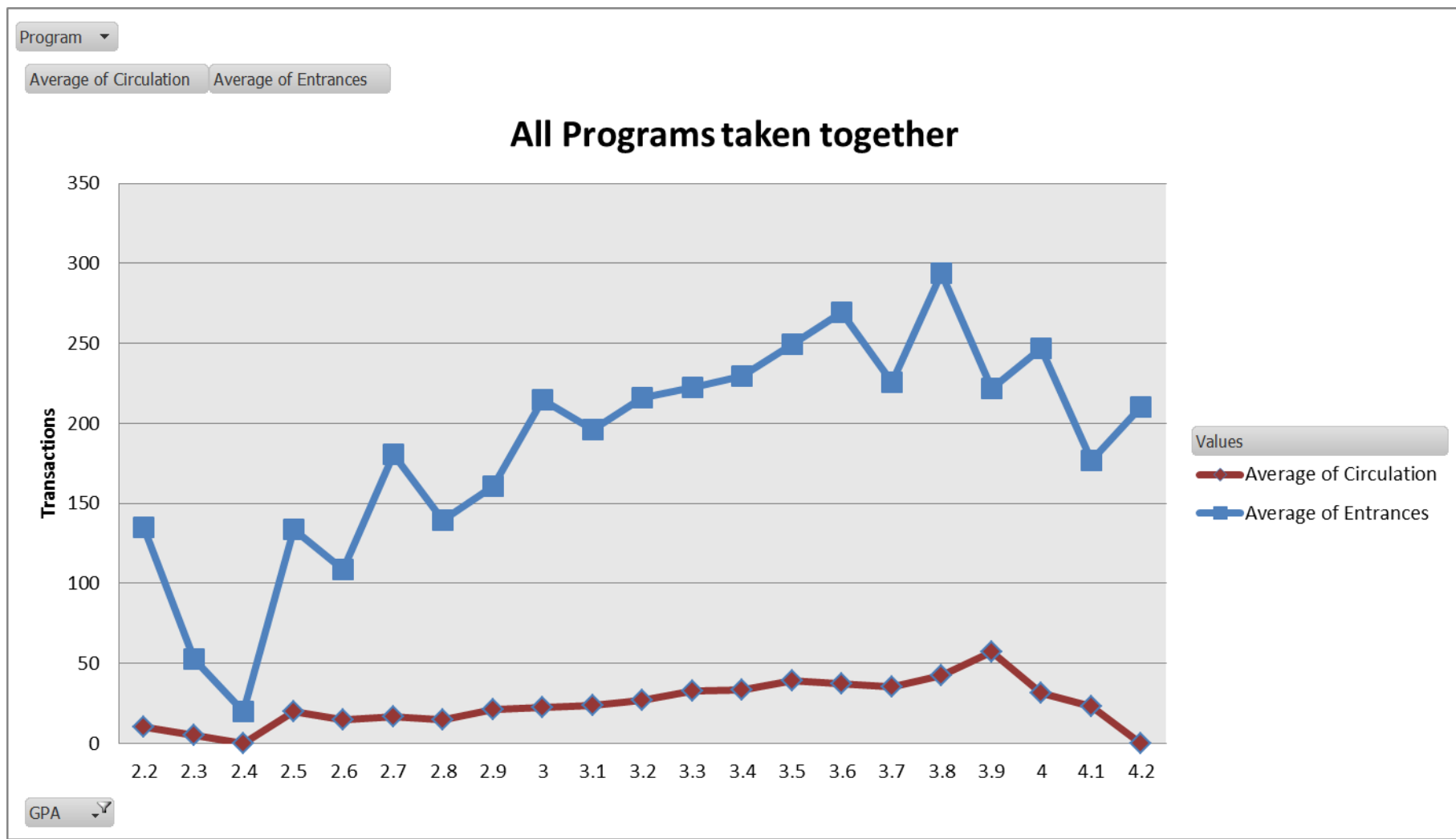
The methods of our study – what did we use?

- Our data sources included:
 - OPUS (for grades)
 - ALEPH (for resource usage)
 - Access control (for facilities usage)
 - ECO / Lockshop
- Our data sources did not include:
 - ILLIAD
 - Blackboard analytics
 - Database usage (not yet possible, but Shibboleth may change what's available)
- Raw data was not enough
 - Needed to have findable connection points in these records

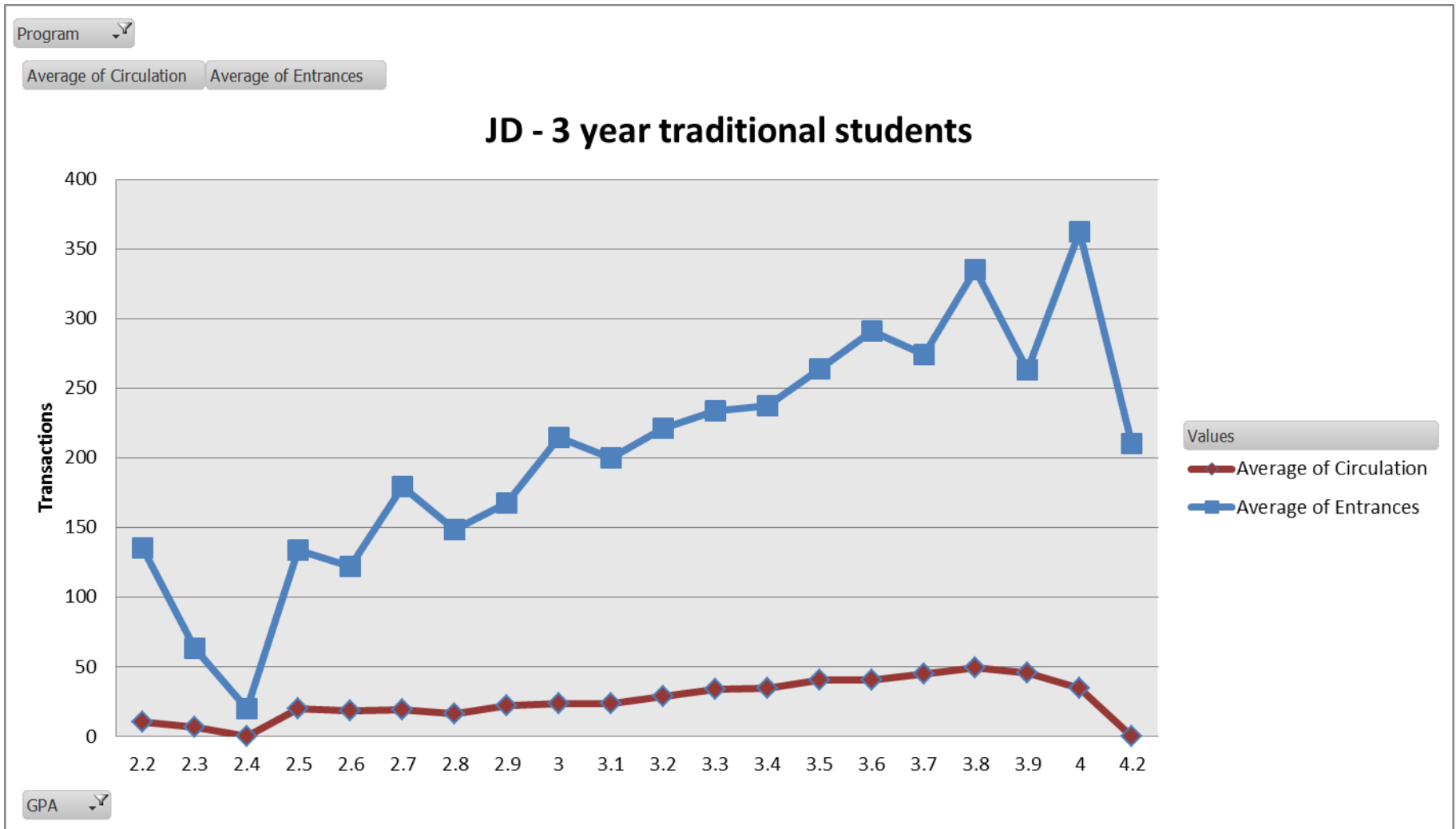
Disclaimers and Limitations

- Our data ran Fall of 2010 through Fall of 2013
 - Therefore, for JD's, we only have a complete picture for one class
- Collection issues
 - Not all of our collection circulates; therefore, no data on usage
 - In house use was added
 - What does circulation of text books and study aids tell us?
 - Aleph implemented in Oct 2010
- Access control issues
 - Some students enter and leave frequently
 - Smokers, lockers, hyperactive personality, printer/scanner usage
 - Not all entrances work quite the same way
- Manual sign-in entries were not counted; not tracked at the same level of detail as available data
 - A small portion of our traffic is via this method
- Entries with zero values for GPA were eliminated from analysis (32 of 942 – 3.4%); however these entries are worth considering (more on this later)

Data – Law Students generally

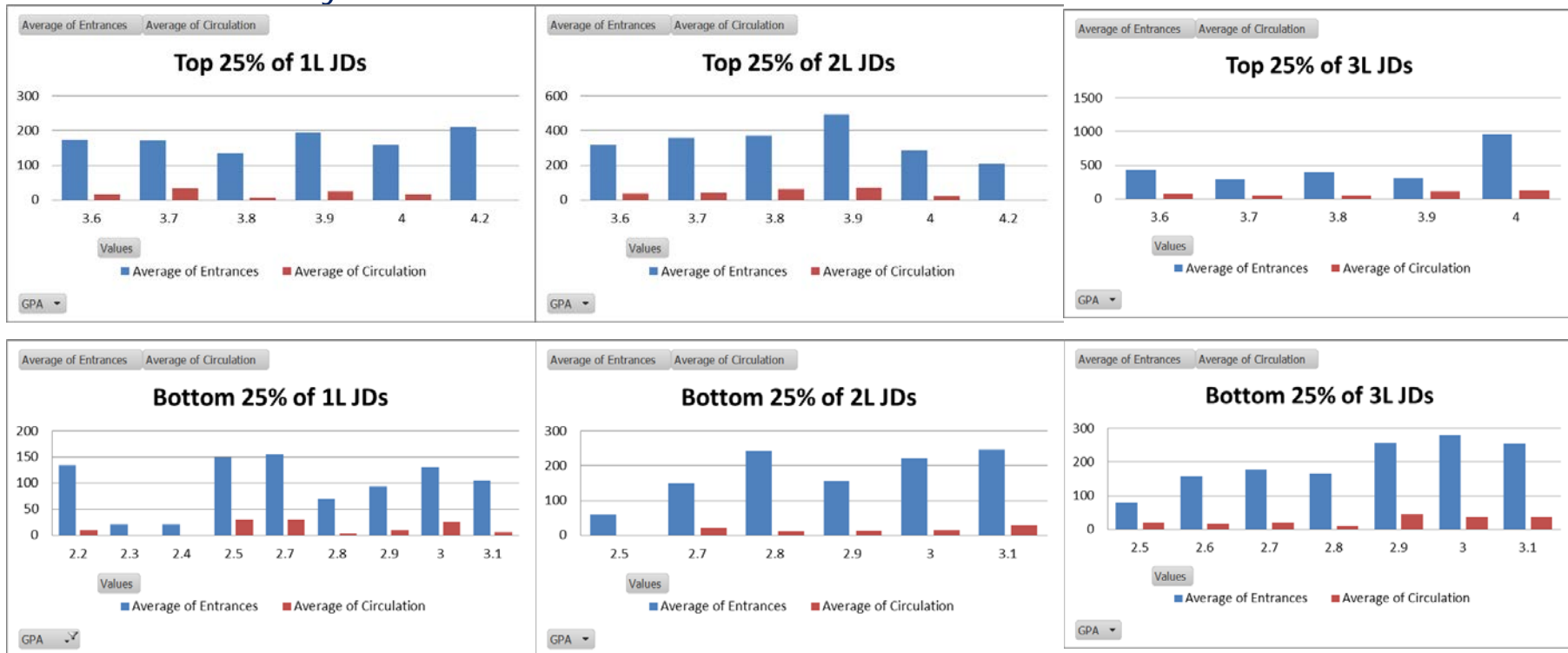


Data – JD's

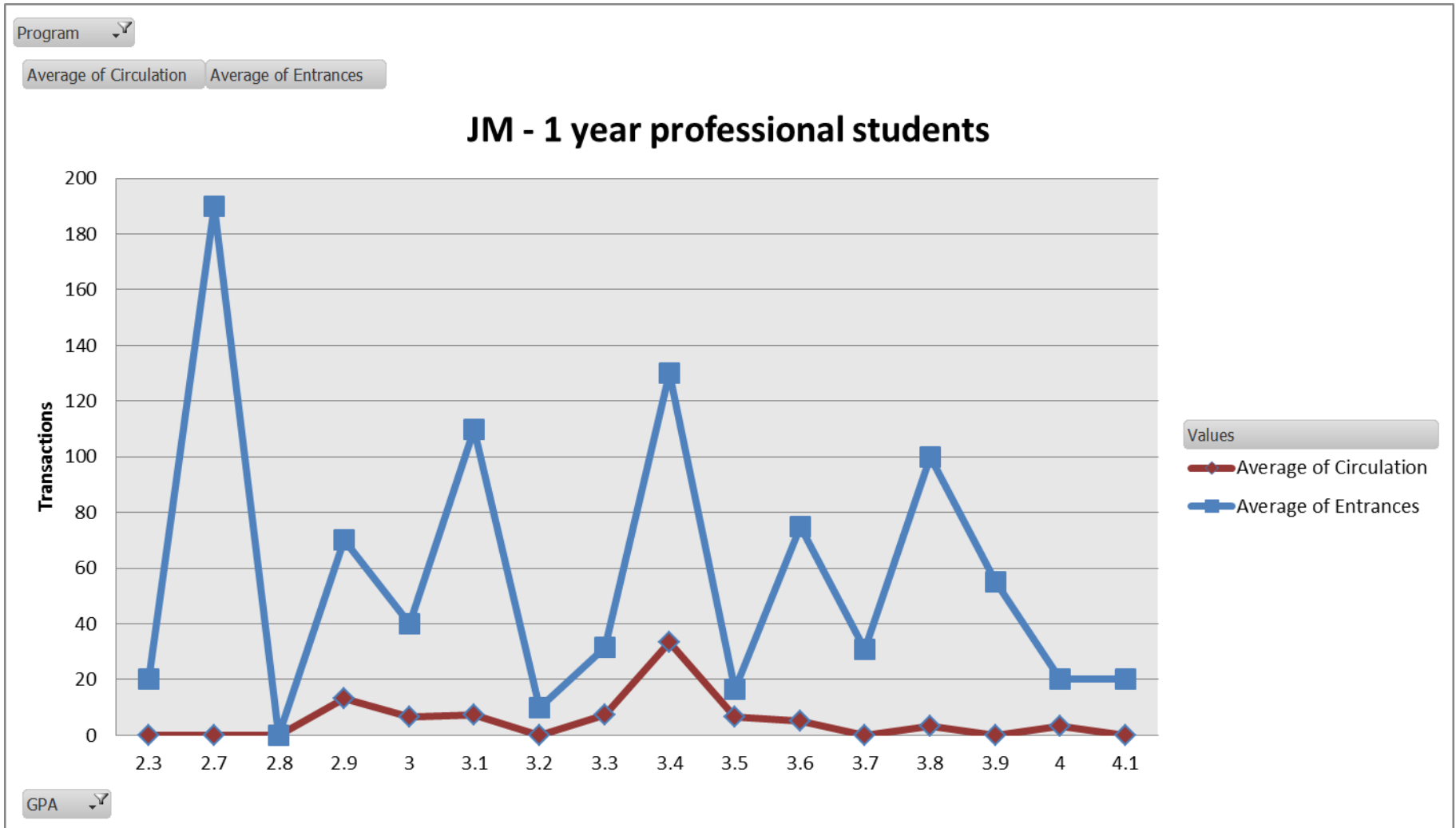


Data – JD's in more detail

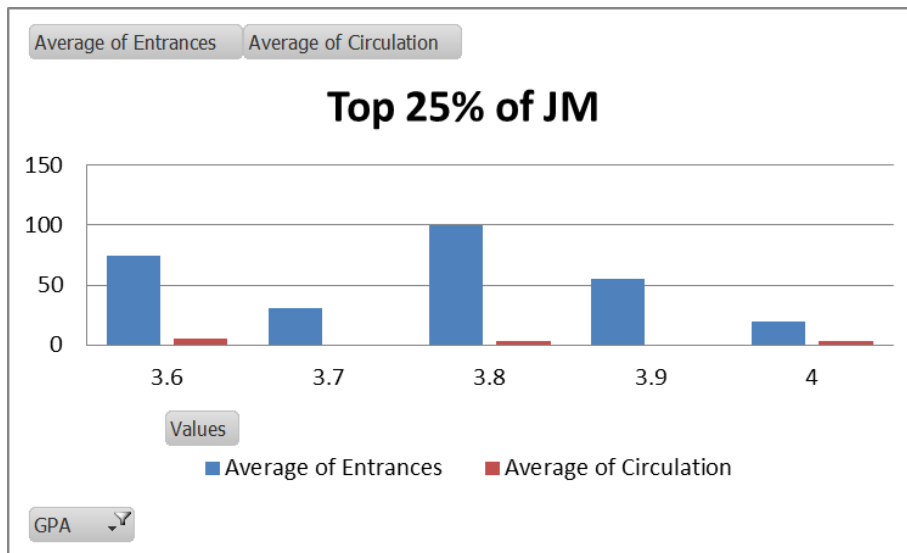
- JD predictions of success (role of transfers/dual enrolled, if any?)
- Obviously year of program will have an impact
- Top 25% of the 1L JD students = 3.6 or better GPA; Bottom 25% = 3.1 or lower GPA
- Notice the max numbers change. For top performers, the max number nearly doubles each year



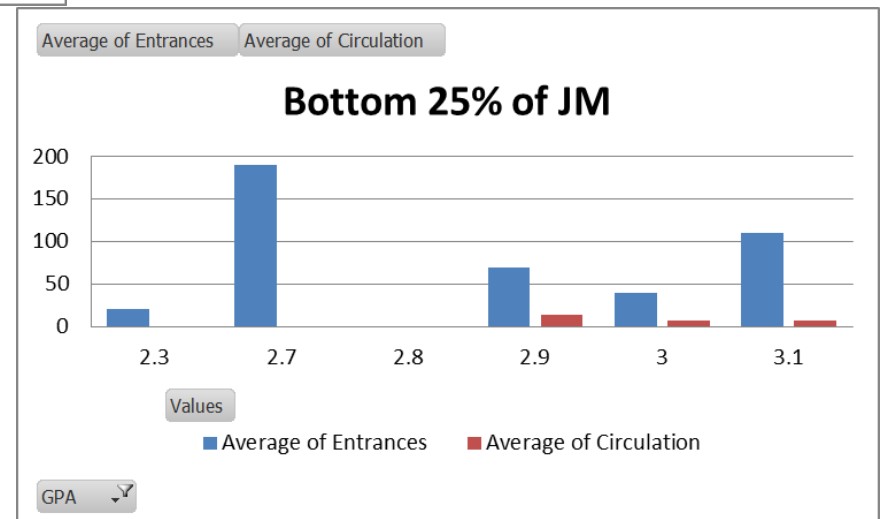
Data – JM's



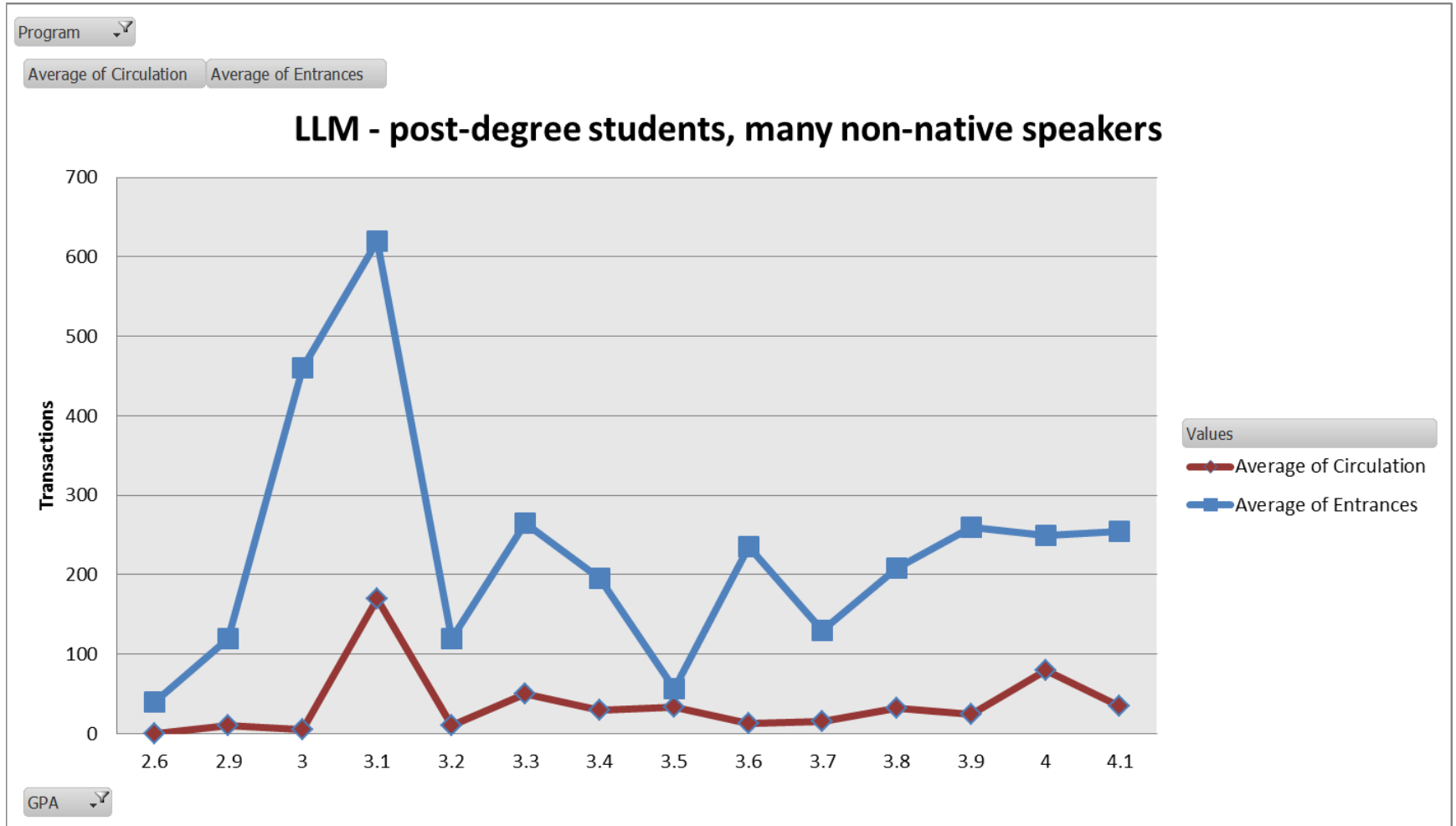
Data – JM's in more detail



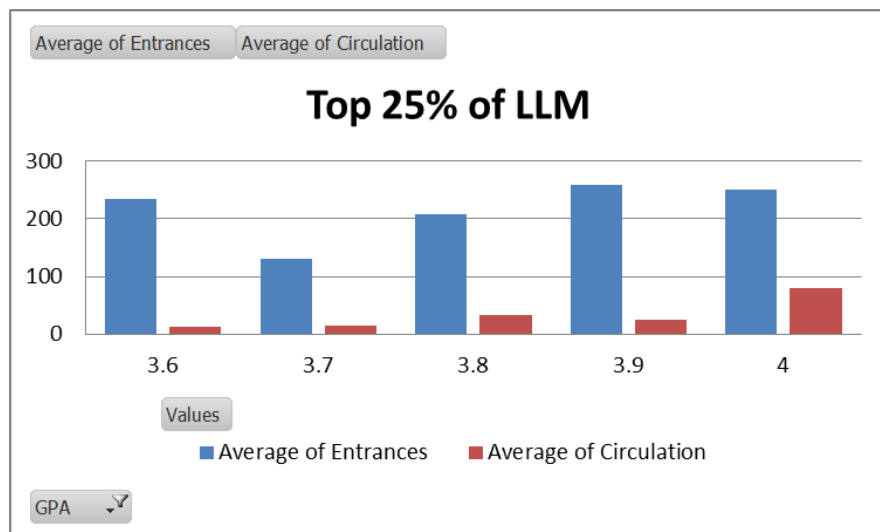
- Harder to interpret
- Pay full freight so ...
- ELS wants them to succeed



Data – LLM's

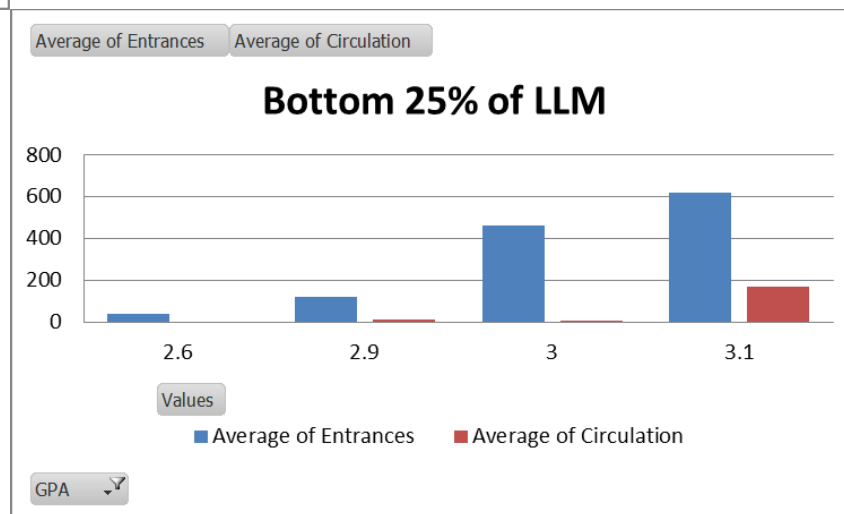


Data – LLM's in more detail

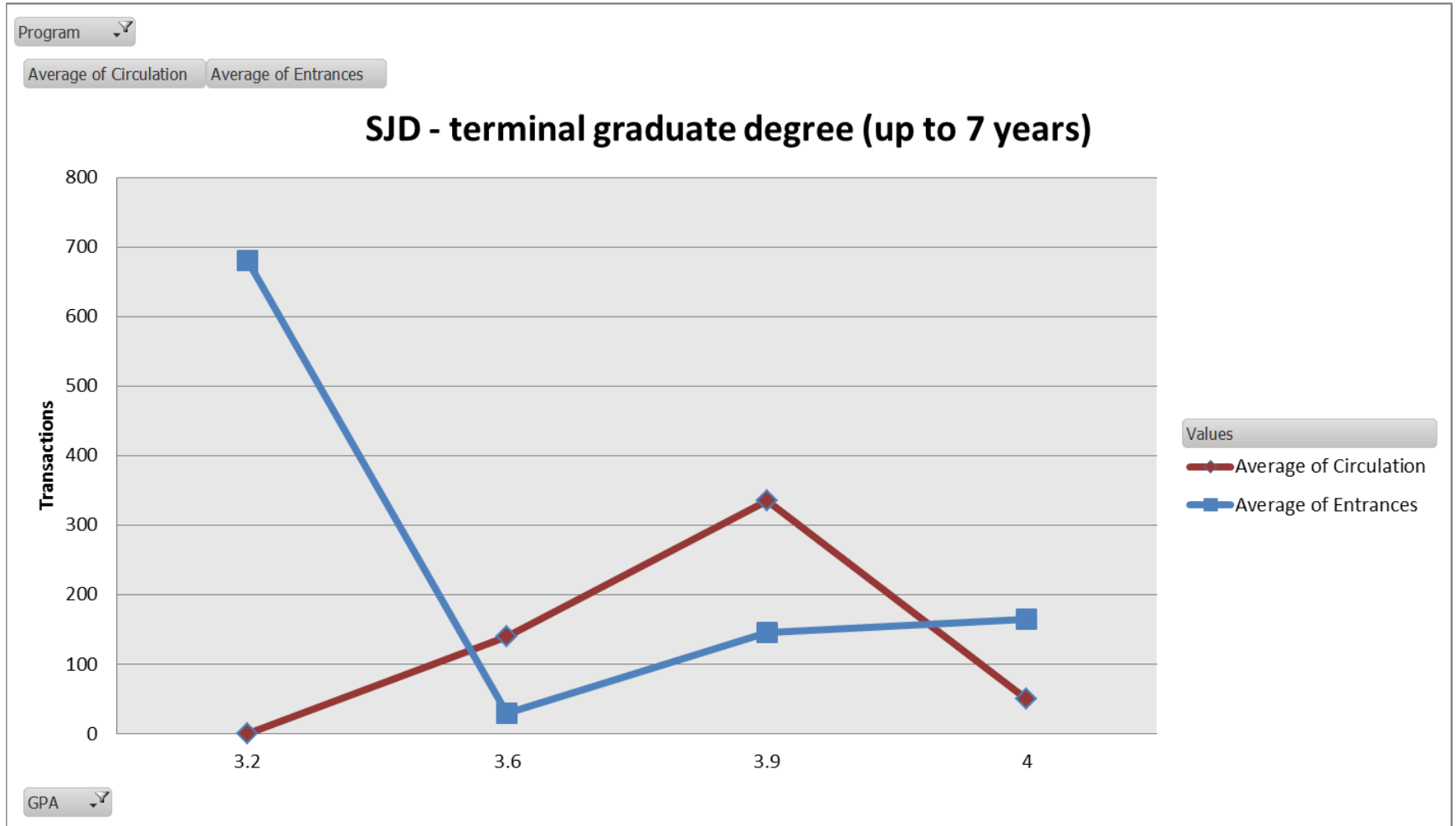


At the top of the class we see steady usage

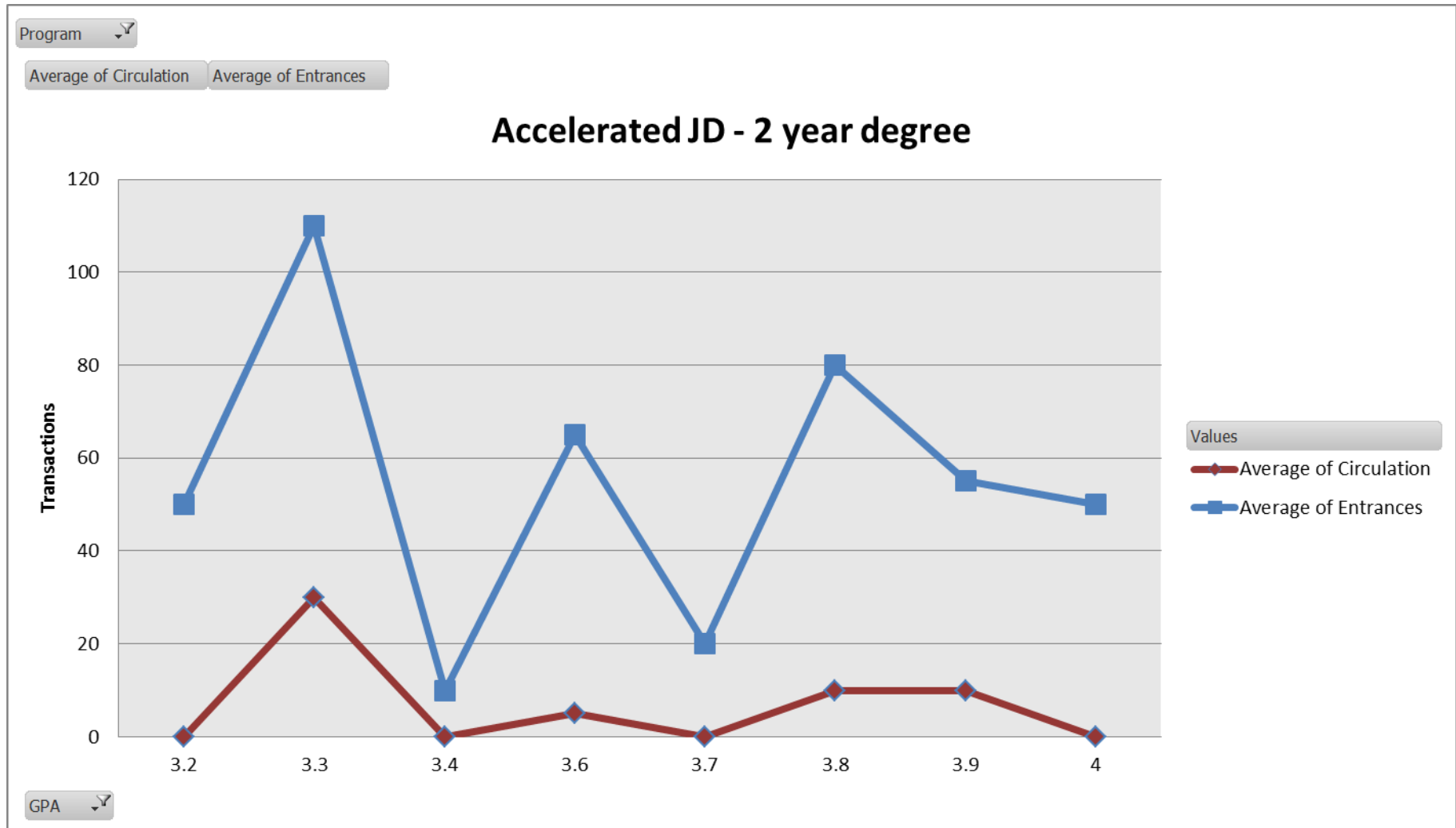
Bottom of the class shows greater variation



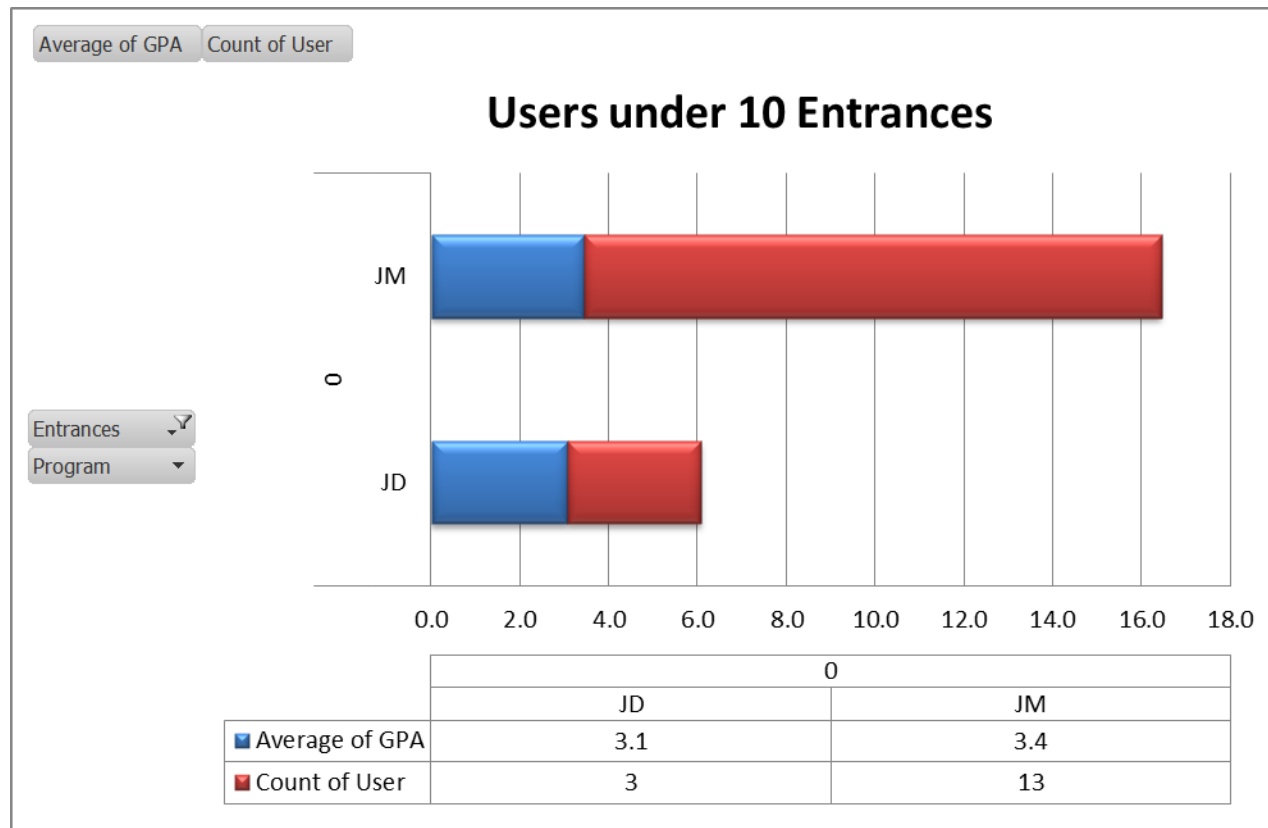
Data – SJD's



Data – Accelerated JD (2 years)



Data – Those who never come in the library



- More JM's than JD's (there are reasons); neither GPA is great (top 25%)

What does the data tell us?

- In general, the more library entries, the higher the GPA
- Would like to do a better job of tying in resource usage but data collection / interpretation is problematic
- Different programs need to be better evaluated because their populations have varying needs and predispositions

How else can this information be used?

- Student care
 - Determining students who need help but aren't getting it – those zero GPA students – can you debrief with Admissions or Student Services to try and improve outcomes?
- Better targeting of resources
 - Such as hours and facility concerns
 - Exploration of new teaching and outreach methods
- Trends can help with management/budget issues